



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State’s measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students’ scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student’s ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 31291811
SAU: East Machias School Department
School: Elm Street School-East Machias

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

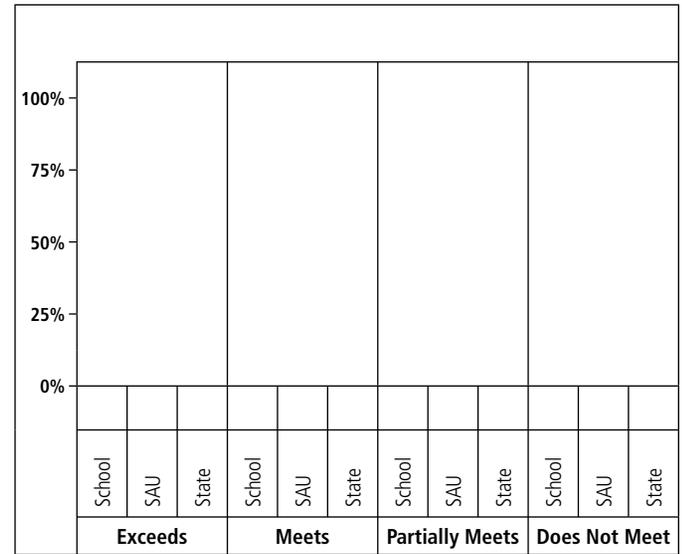
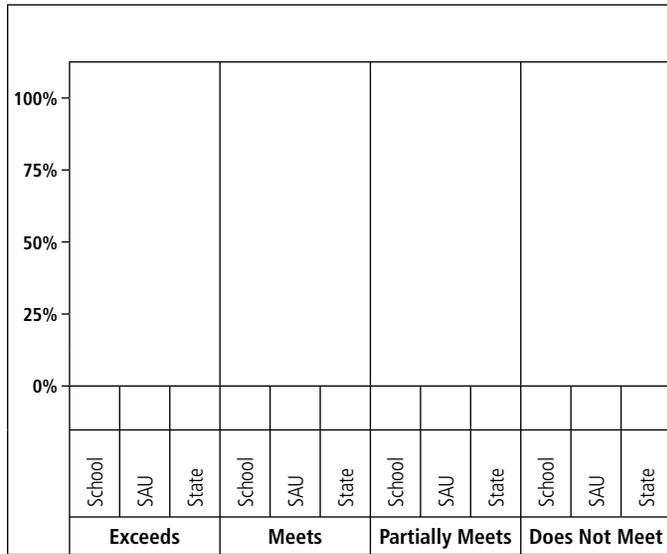
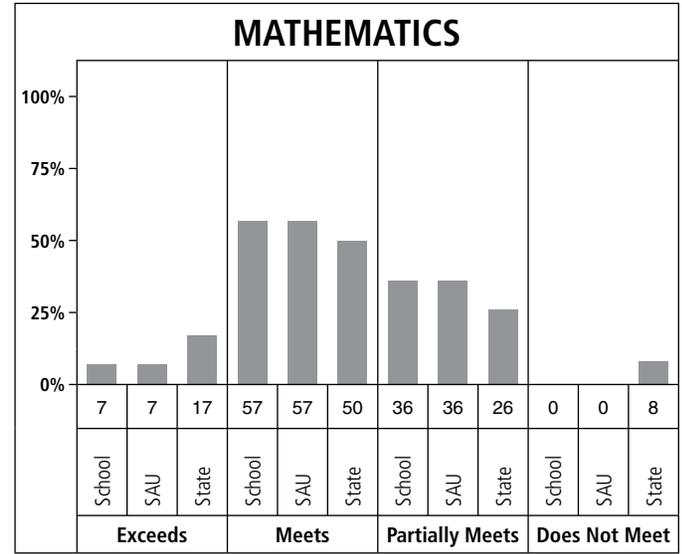
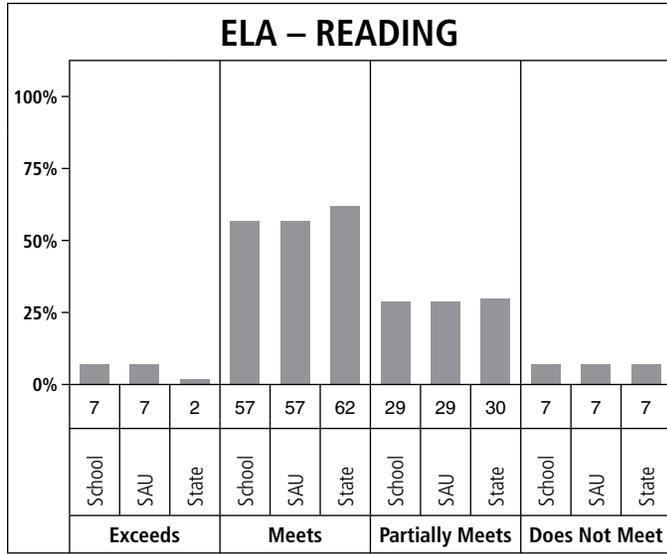
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SUMMARY OF SCORES

Test Date: March 2008
 Grade: 3
 SAU: East Machias School Department
 School: Elm Street School-East Machias

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	345	344	345
2006–2007	346	346	345
2007–2008	344	344	344
Cum. Avg.*	345	345	345
Mathematics			
2005–2006	341	342	344
2006–2007	350	350	347
2007–2008	345	345	347
Cum. Avg.*	347	346	346



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.



SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: East Machias School Department
 School: Elm Street School-East Machias

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
	School		SAU		State		ELA-Reading						Mathematics																	
	n	%	n	%	n	%	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	14	100	14	100	13803	100	14	100	14	100	13714	99	14	100	14	100	13710	99												
Ethnicity																														
African American/Black	0	0	0	0	399	3	0	0	0	0	391	98	0	0	0	0	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98												
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98												
Caucasian/White	14	100	14	100	12916	94	14	100	14	100	12846	100	14	100	14	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	0	0	0	0	2358	17	0	0	0	0	2333	99	0	0	0	0	2329	99												
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98												
Economically disadvantaged	8	57	8	57	5584	40	8	100	8	100	5535	99	8	100	8	100	5530	99												
Migrant	1	7	1	7	5	0	1	100	1	100	5	100	1	100	1	100	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	14	100	14	100	10650	77	14	100	14	100	10678	77												
Identified disability (PET/IEP)	0	0	0	0	475	4	0	0	0	0	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
Participation with accommodations	0	0	0	0	2936	21	0	0	0	0	2911	21												
Identified disability (PET/IEP)	0	0	0	0	1735	59	0	0	0	0	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	0	0	0	0	986	34	0	0	0	0	958	33												
Participation through alternate assessment (PAAP)	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.



ELA-READING RESULTS

Test Date: March 2008
 Grade: 3
 SAU: East Machias School Department
 School: Elm Street School-East Machias

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL							
		School		SAU		State			
		N	%	N	%	N	%		
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in English language arts – reading.									
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	0	0	352	3		
	2006-2007	0	0	0	0	332	2		
	2007-2008	1	7	1	7	227	2		
	Cum. Total*	1	2	1	2	911	2		
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	7	78	8	73	8641	62		
	2006-2007	13	62	12	60	8691	63		
	2007-2008	8	57	8	57	8403	62		
	Cum. Total*	28	64	28	62	25735	62		
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	2	22	3	27	3671	27		
	2006-2007	7	33	7	35	3781	27		
	2007-2008	4	29	4	29	4018	30		
	Cum. Total*	13	30	14	31	11470	28		
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	0	0	0	0	1163	8		
	2006-2007	1	5	1	5	1021	7		
	2007-2008	1	7	1	7	938	7		
	Cum. Total*	2	5	2	4	3122	8		

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	27.8	60.4	27.8	60.4	27.6	60.0
Literary Text	23	50	13.9	60.4	13.9	60.4	14.1	61.3
Informational Text	23	50	13.9	60.4	13.9	60.4	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine's 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



ELA-READING RESULTS (CONTINUED)

Test Date: March 2008
Grade: 3
SAU: East Machias School Department
School: Elm Street School-East Machias

REPORTING CATEGORIES	School										SAU					State							
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score	
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%		
All Students	14		1	7	8	57	4	29	1	7	344	14	7	57	29	7	344	13586	2	62	30	7	344
Ethnicity																							
African American/Black	0											0						384	1	42	39	18	339
American Indian or Native Alaskan	0											0						113	2	50	42	5	343
Asian or Pacific Islander	0											0						203	1	60	31	8	344
Hispanic	0											0						158	1	52	36	11	342
Caucasian/White	14		1	7	8	57	4	29	1	7	344	14	7	57	29	7	344	12728	2	63	29	7	345
Not Reported	0											0						0					
Identified disability																							
Yes	0											0						2210	0	32	48	20	338
No	14		1	7	8	57	4	29	1	7	344	14	7	57	29	7	344	11376	2	68	26	4	346
Current LEP																							
Yes	0											0						348	1	36	45	19	339
No	14		1	7	8	57	4	29	1	7	344	14	7	57	29	7	344	13238	2	63	29	7	344
Economically disadvantaged																							
Yes	8	0	0	5	63	2	25	1	13	343	8	0	63	25	13	343	5450	1	49	39	11	341	
No	6	1	17	3	50	2	33	0	0	347	6	17	50	33	0	347	8136	2	71	23	4	346	
Migrant																							
Yes	1											1						5	0	80	20	0	343
No	13		1	8	7	54	4	31	1	8	344	13	8	54	31	8	344	13581	2	62	30	7	344
Gender																							
Female	6	0	0	4	67	1	17	1	17	343	6	0	67	17	17	343	6567	3	65	27	5	345	
Male	8	1	13	4	50	3	38	0	0	345	8	13	50	38	0	345	7019	1	59	32	8	343	
Not Reported	0											0						0					
Title 1A targeted program																							
Yes	3											3						2004	0	37	49	14	339
No	11		1	9	6	55	3	27	1	9	345	11	9	55	27	9	345	11582	2	66	26	6	345
Gifted/talented program																							
Yes	0											0						125	11	87	2	0	355
No	14		1	7	8	57	4	29	1	7	344	14	7	57	29	7	344	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: East Machias School Department
School: Elm Street School-East Machias

QUESTIONNAIRE ITEMS	School										SAU					State							
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%		
How much homework do you do on school nights?																							
A. none	7	0	0	1	100	0	0	0	0	344	7	0	100	0	0	344	6	0	43	39	18	340	
B. less than one hour	50	1	14	4	57	2	29	0	0	348	50	14	57	29	0	348	79	2	65	28	5	345	
C. one to two hours	36	0	0	3	60	2	40	0	0	342	36	0	60	40	0	342	12	2	60	31	7	344	
D. more than two hours	7	0	0	0	0	0	0	1	100	330	7	0	0	0	100	330	3	0	32	44	24	338	
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																							
A. The questions on the test match what I have learned in reading class.	29	0	0	2	50	2	50	0	0	343	29	0	50	50	0	343	29	3	62	28	7	345	
B. They match some of what I have learned.	43	1	17	5	83	0	0	0	0	350	43	17	83	0	0	350	48	2	67	27	4	345	
C. They match just a little of what I have learned.	21	0	0	0	0	2	67	1	33	337	21	0	0	67	33	337	15	1	56	34	9	343	
D. There is no match.	7	0	0	1	100	0	0	0	0	342	7	0	100	0	0	342	8	0	44	40	16	340	
Which of the following best describes how you rate yourself as a student in reading?																							
A. very good	43	1	17	5	83	0	0	0	0	349	43	17	83	0	0	349	42	3	67	24	6	346	
B. good	36	0	0	1	20	4	80	0	0	342	36	0	20	80	0	342	46	1	62	32	5	344	
C. fair	14	0	0	1	50	0	0	1	50	336	14	0	50	0	50	336	10	0	48	42	10	341	
D. poor	7	0	0	1	100	0	0	0	0	344	7	0	100	0	0	344	2	0	30	43	28	336	
How hard was the reading part of this test?																							
A. harder than my regular schoolwork	36	1	20	2	40	1	20	1	20	344	36	20	40	20	20	344	22	1	48	38	12	341	
B. about the same as my regular schoolwork	57	0	0	5	63	3	38	0	0	344	57	0	63	38	0	344	57	2	68	26	4	346	
C. easier than my regular schoolwork	7	0	0	1	100	0	0	0	0	348	7	0	100	0	0	348	21	1	61	30	8	344	
How hard were the reading passages on this test?																							
A. Most of the passages were harder than what I normally read.	36	0	0	2	40	2	40	1	20	340	36	0	40	40	20	340	20	0	38	47	16	339	
B. Most of the passages were about the same as what I normally read.	50	1	14	4	57	2	29	0	0	347	50	14	57	29	0	347	51	2	68	27	4	345	
C. Most of the passages were easier than what I normally read.	14	0	0	2	100	0	0	0	0	345	14	0	100	0	0	345	29	3	69	23	6	346	
How much time do you spend reading at home each day?																							
A. more than one hour	21	0	0	2	67	1	33	0	0	344	21	0	67	33	0	344	19	3	65	27	6	346	
B. 20 minutes to an hour	21	1	33	1	33	1	33	0	0	351	21	33	33	33	0	351	47	2	68	25	5	346	
C. less than 20 minutes	14	0	0	2	100	0	0	0	0	348	14	0	100	0	0	348	19	1	56	35	8	343	
D. I rarely read at home.	43	0	0	3	50	2	33	1	17	340	43	0	50	33	17	340	14	0	47	40	12	341	
How many pages do you read in school and to complete homework assignments?																							
A. five or fewer pages	57	1	13	4	50	2	25	1	13	345	57	13	50	25	13	345	28	1	56	33	9	343	
B. six to ten pages	14	0	0	2	100	0	0	0	0	347	14	0	100	0	0	347	23	1	63	29	7	344	
C. eleven or more pages	29	0	0	2	50	2	50	0	0	343	29	0	50	50	0	343	49	2	65	27	6	345	
Optional school/SAU question																							
A.	100	0	0	1	100	0	0	0	0	346	100	0	100	0	0	346							
B.	0										0												
C.	0										0												
D.	0										0												



MATHEMATICS RESULTS

Test Date: March 2008
 Grade: 3
 SAU: East Machias School Department
 School: Elm Street School-East Machias

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL							
		School		SAU		State			
		N	%	N	%	N	%		
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.									
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	0	0	0	0	1295	9		
	2006-2007	2	10	2	10	1985	14		
	2007-2008	1	7	1	7	2277	17		
	Cum. Total*	3	7	3	7	5557	13		
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (scaled score 341–360)	2005-2006	5	56	7	64	6852	49		
	2006-2007	14	67	13	65	6990	51		
	2007-2008	8	57	8	57	6764	50		
	Cum. Total*	27	61	28	62	20606	50		
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	3	33	3	27	4081	29		
	2006-2007	5	24	5	25	3673	27		
	2007-2008	5	36	5	36	3504	26		
	Cum. Total*	13	30	13	29	11258	27		
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	1	11	1	9	1638	12		
	2006-2007	0	0	0	0	1193	9		
	2007-2008	0	0	0	0	1044	8		
	Cum. Total*	1	2	1	2	3875	9		

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.4	56.0	8.4	56.0	9.2	61.3
Cluster 2: Shape and Size	14	29	9.1	65.0	9.1	65.0	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	2.9	58.0	2.9	58.0	3.2	64.0
Cluster 4: Patterns	14	29	9.5	67.9	9.5	67.9	9.0	64.3

- Cluster 1: Numbers and Operations**
 - A. Numbers and Number Sense
 - B. Computation
 - I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 - E. Geometry
 - F. Measurement
- Cluster 3: Mathematical Decision Making**
 - C. Data Analysis and Statistics
 - D. Probability
- Cluster 4: Patterns**
 - G. Patterns, Relations, and Functions
 - H. Algebra Concepts
 - K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



MATHEMATICS RESULTS (CONTINUED)

Test Date: March 2008
Grade: 3
SAU: East Machias School Department
School: Elm Street School-East Machias

REPORTING CATEGORIES	School										SAU					State							
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score	
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%		
All Students	14		1	7	8	57	5	36	0	0	345	14	7	57	36	0	345	13589	17	50	26	8	347
Ethnicity																							
African American/Black	0										0							390	10	30	32	28	337
American Indian or Native Alaskan	0										0							113	7	45	38	10	342
Asian or Pacific Islander	0										0							204	18	48	25	9	347
Hispanic	0										0							159	6	50	31	13	342
Caucasian/White	14		1	7	8	57	5	36	0	0	345	14	7	57	36	0	345	12723	17	50	25	7	348
Not Reported	0										0							0					
Identified disability																							
Yes	0										0							2208	6	35	37	21	338
No	14		1	7	8	57	5	36	0	0	345	14	7	57	36	0	345	11381	19	53	24	5	349
Current LEP																							
Yes	0										0							357	8	29	37	26	336
No	14		1	7	8	57	5	36	0	0	345	14	7	57	36	0	345	13232	17	50	25	7	348
Economically disadvantaged																							
Yes	8		0	0	5	63	3	38	0	0	343	8	0	63	38	0	343	5452	9	45	33	12	343
No	6		1	17	3	50	2	33	0	0	347	6	17	50	33	0	347	8137	22	53	21	4	350
Migrant																							
Yes	1										1							5	0	40	40	20	337
No	13		1	8	7	54	5	38	0	0	345	13	8	54	38	0	345	13584	17	50	26	8	347
Gender																							
Female	6		0	0	3	50	3	50	0	0	342	6	0	50	50	0	342	6565	15	49	27	8	347
Male	8		1	13	5	63	2	25	0	0	347	8	13	63	25	0	347	7024	18	50	24	7	348
Not Reported	0										0							0					
Title 1A targeted program																							
Yes	3										3							2004	5	39	41	15	339
No	11		1	9	7	64	3	27	0	0	346	11	9	64	27	0	346	11585	19	52	23	6	349
Gifted/talented program																							
Yes	0										0							125	70	30	0	0	366
No	14		1	7	8	57	5	36	0	0	345	14	7	57	36	0	345	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: East Machias School Department
 School: Elm Street School-East Machias

QUESTIONNAIRE ITEMS	School										SAU					State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D	Mean Scaled Score			
	%	N	%	N	%	N	%	N	%	%	%	%	%	%	%	%	%	%				
How much homework do you do on school nights?																						
A. none	7	0	0	1	100	0	0	0	0	348	7	0	100	0	0	348	6	9	40	33	18	340
B. less than one hour	50	1	14	4	57	2	29	0	0	349	50	14	57	29	0	349	79	18	52	24	6	348
C. one to two hours	36	0	0	3	60	2	40	0	0	341	36	0	60	40	0	341	12	16	48	27	8	347
D. more than two hours	7	0	0	0	0	1	100	0	0	332	7	0	0	100	0	332	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	29	0	0	2	50	2	50	0	0	342	29	0	50	50	0	342	37	22	50	22	6	350
B. They match some of what I have learned.	43	0	0	6	100	0	0	0	0	345	43	0	100	0	0	345	46	16	53	25	6	348
C. They match just a little of what I have learned.	21	1	33	0	0	2	67	0	0	353	21	33	0	67	0	353	12	9	44	36	11	342
D. There is no match.	7	0	0	0	0	1	100	0	0	332	7	0	0	100	0	332	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	36	1	20	4	80	0	0	0	0	352	36	20	80	0	0	352	39	25	48	20	7	350
B. good	36	0	0	2	40	3	60	0	0	342	36	0	40	60	0	342	46	14	52	27	7	347
C. fair	21	0	0	2	67	1	33	0	0	341	21	0	67	33	0	341	12	8	49	35	9	343
D. poor	7	0	0	0	0	1	100	0	0	332	7	0	0	100	0	332	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	29	0	0	2	50	2	50	0	0	339	29	0	50	50	0	339	17	7	41	35	17	340
B. about the same as my regular schoolwork	71	1	10	6	60	3	30	0	0	347	71	10	60	30	0	347	59	18	53	24	5	349
C. easier than my regular schoolwork	0										0						25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	15	0	0	1	50	1	50	0	0	337	15	0	50	50	0	337	32	13	47	30	10	345
B. two or three days a week	23	0	0	1	33	2	67	0	0	342	23	0	33	67	0	342	30	20	52	23	5	349
C. two or three times each month	8	0	0	1	100	0	0	0	0	346	8	0	100	0	0	346	19	20	53	21	6	350
D. never or almost never	54	1	14	4	57	2	29	0	0	348	54	14	57	29	0	348	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						7	5	34	40	20	338
B. two or three days a week	7	0	0	1	100	0	0	0	0	348	7	0	100	0	0	348	18	15	50	27	8	346
C. two or three times each month	0										0						28	21	53	21	4	350
D. never or almost never	93	1	8	7	54	5	38	0	0	344	93	8	54	38	0	344	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	21	0	0	2	67	1	33	0	0	343	21	0	67	33	0	343	16	8	42	36	13	342
B. 30–45 minutes	43	0	0	4	67	2	33	0	0	342	43	0	67	33	0	342	30	14	53	26	7	347
C. 45–60 minutes	29	1	25	2	50	1	25	0	0	351	29	25	50	25	0	351	32	22	51	22	5	350
D. more than 60 minutes	7	0	0	0	0	1	100	0	0	338	7	0	0	100	0	338	22	20	49	23	7	349
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	348	100	0	100	0	0	348						
B.	0										0											
C.	0										0											
D.	0										0											